



Great Hollands Primary School

Curriculum Statement



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Our School Mission

As part of the Maiden Erlegh Trust our school will:

- Provide a safe, respectful and calm environment in which to learn and work.
- Provide an exceptional comprehensive education to all pupils.
- Plan and deliver a rich and ambitious curriculum that meets the needs of all pupils.
- Help pupils understand how to learn and value positive attitudes to learning.
- Provide useful feedback to pupils so they know their strengths and how to improve and can take responsibility for that improvement.
- Ensure that pupils understand how to main and maintain positive and safe relationships in school and outside.
- Ensure that pupils are prepared for the next phase of their education and lives.
- Provide useful information to parents so they can support their child's improvement.
- Provide effective support and development opportunities to staff and promote high levels of morale and job satisfaction.
- Provide value for money and work as efficiently as possible whilst maintaining standards.
- Perform in the top 10% of schools nationally or be on a rapid trajectory to do so.
- Achieve an Ofsted rating of "good" to "outstanding" in all areas.
- Provide leadership which is highly effective and ethical and which places its values and ethos at the forefront of all decision-making.
- Work with the Trust, other Trust schools and other partners to enhance the work of the school.

To achieve this we will:

- Provide care, stability and purpose in a structured environment.
- Build – and often rebuild – children's self-belief.
- Teach children the things they really need to know and show them how to learn for themselves and with others.
- Ensure our pupils progress as fast as possible and achieve as much as possible (outperforming both similar schools and many with fewer challenges).
- Give children opportunities, responsibility and trust in an environment which is both stimulating and humanising.
- Listen to our pupils, value their views and reflect and act on what they say.
- Build trust with parents, families and communities, working in partnership with other professionals.
- In short, we put the child at the centre of everything we do, with high aspirations, expectations and achievement underpinning our work.



Our Intent

Curriculum Overview

- All pupils will make strong progress in all subjects.
- All pupils will learn to read accurately, fluently and confidently so they can access all areas of the curriculum.
- All pupils will develop their knowledge of the world through reading quality texts across the curriculum for information and enjoyment.
- All pupils will develop the confidence to access the next stage in their education and be positioned to take advantage of the opportunities presented to them.
- The well-planned curriculum will allow pupils to build on previous learning.
- The curriculum enables pupils to demonstrate their understanding in line with age related expectations.
- The curriculum will be 'tilted' so that it meets the needs of disadvantaged pupils by giving them academic advantages. Where vulnerabilities and learning gaps exist, a modified curriculum offer will rapidly fill these gaps.
- The curriculum will reflect our ethos and belief that every child can achieve GREATness regardless of any barriers to learning.
- Our broad and balanced curriculum will incorporate all of the subject areas of the National Curriculum.
- Our constructed curriculum will be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and **cultural capital** they need to succeed in life.
- The curriculum will enable pupils to value and enjoy learning; become confident communicators who develop a wide vocabulary and talk confidently, appropriately and sensitively.
- Speech and communication will lie at the heart of classroom practice and will deepen pupil understanding through dialogue with teachers and peers.
- Pupils will be given opportunities to visit places of interest, which deepens their understanding of a subject.
- Exemplary and responsive quality first teaching and assessment for learning will be evident in all areas.

PSHE SMSC (Personal, Social and Health Education; Spiritual, Moral, Social and Cultural)

- The curriculum will support knowledge and understanding of healthy living, the environment, cultural understanding and respect of democracy, individual liberty and the rule of law.
- The curriculum will develop pupil skills of collaboration, effective communication and oral presentation.
- The curriculum will ensure pupils show, understand, accept, embrace and celebrate different faiths and cultural differences within the school community and beyond.



Implementation

Pedagogical Principles

- Pupils' use of academic vocabulary and subject specific vocabulary are developed.
- Effective structures exist so that teaching is rigorous and engaging, impacting positively on pupil learning in the context of a rich, relevant, broad and balanced curriculum.
- All lessons include shared success criteria, which are referenced during lessons; modelling and clear exposition; effective questioning cycles; appropriate support and use of resources; learning flow and challenge maintained throughout; positively managed behaviour that eliminates disruption; evidence of SMSC in the learning environment and lesson; well organised classrooms with high quality displays and working walls.
- A rigorous approach in lessons is used to ascertain if all children have achieved certain criteria to demonstrate acquisition of knowledge both currently and over time by achieving mastery of the curriculum offered.
- Feedback, questioning and discussion is structured around the intended learning and whether pupils know more and remember more.
- Shared reading and oracy practice are drivers for developing independent writing.
- Pupils are given opportunities to read extended texts with a view to develop decoding, inference and vocabulary acquisition.
- Key concepts and knowledge are built upon and revised so that knowledge is embedded in the long-term memory.
- Pupils are schooled to select and use resources independently.
- Exercise books are used as key resources showing progress across a subject and empowering pupil to talk about their learning.
- Home learning opportunities are used to consolidate and extend knowledge and skills.
- Teachers will use their subject knowledge to ensure that pupils deeply understand their learning and how it fits within the broader context of the subject and wider curriculum.

Phonics, Reading and Maths Schemes

Great Hollands Primary School follows the Read Write Inc. Phonics programme. Mathematics Provision is developed from Singapore maths and the INSPIRE maths programme.

Questioning, Assessment and Feedback

- Hands down questioning and effective questioning cycles allow for targeted questions.
- Disadvantaged pupils have priority questions.
- Teachers and pupils use a variety of questions when teaching which develops thinking at different levels (Blooms Taxonomy).
- Clear Age Related (ARE) and Greater Depth (GD) expectations are in place for each year group, allowing pupils to demonstrate mastery of each subject – knowledge, skills and understanding.
- Assessment materials are standardised across the school and the timing of their use is planned for key points in the academic year.
- Teacher assessments are moderated by subject leaders through our professional enquiry process.
- Outcomes achieved in summative assessments are shared with pupils and parents as appropriate, allowing pupils and parents to develop a shared understanding of their attainment in relation to year group expectations.
- Feedback in books is focussed on addressing misconceptions or deepening their understanding by outlining next steps or posing a question for pupils to respond to.
- Both formative and summative assessments allow teachers to observe whether learning is embedded through carefully chosen questioning which, in turn, informs future planning.



- Termly tracking meetings allow further discussions on individual pupil's progress between leaders and teachers.
- Through careful data analysis, misconceptions are addressed at either an individual, class or cohort level adjusting teaching as necessary.
- Regular book scrutinies, lesson observations/learning walks and discussions with pupils about their learning enables leaders to hold focussed improvement conversations with staff, leading to a clear understanding of how effective teaching and learning is executed.
- Adults in lessons provide pupils with verbal feedback linked to achieving the learning objective.
- Annual written report outcomes do not come as a surprise to pupils and parents.

Enrichment opportunities

- Pupils have opportunities to meet interesting visitors and visit locations to support their learning.
- All children are offered after school clubs and opportunities to take part in school/area wide competitions and events.

Impact

Outcomes (Measurable and Visible)

- Teaching results in positive progress for all pupils, evidenced by pupils' books, interviews and data.
- All pupils learn to read a range of quality texts confidently with accuracy and fluency for information and enjoyment so that they can access the curriculum and develop their knowledge of the world.
- All pupils develop the confidence to access the next stage in their education and be positioned to take advantage of the opportunities presented to them.
- Pupils enjoy learning and are confident communicators who develop a wide vocabulary.
- Reading and oracy strategies support the school's wider strategies.
- Pupils visit places of interest which deepens their understanding of a subject.
- Quality first teaching and assessment for learning is exemplary.
- Pupils learn about significant people in each subject and understand the impact they have had.
- Pupils are motivated by questioning to extend thinking with a balance of talk & listening and doing & watching.
- Pupils are able to articulate the intended learning and say what they need to do to achieve it, demonstrating excellent attitudes to learning and self-discipline.
- Pupils demonstrate by the outcomes produced, positive progress towards the Learning Objective and achievement of the Success Criteria.
- Pupils evaluate their own progress towards the intended learning and identify next steps.
- Pupils access the intended learning, maintaining active engagement and motivation throughout.

PSHE SMSC (Personal, Social and Health Education; Spiritual, Moral, Social and Cultural)

- Pupils articulate knowledge and understanding of healthy living, the environment, cultural understanding and respect of democracy, individual liberty and the rule of law.
- Pupils articulate knowledge and understanding of healthy living, the environment, cultural understanding and respect of others.



- Pupils understand, accept, embrace and celebrate different faiths and cultural differences within the school community and beyond.
- Pupils show effective skills of collaboration, effective communication and oral presentation.
- Pupils' Behaviour for Learning and conduct are positively impacting on their learning.
- Attendance is not a barrier to learning.
- Bullying is dealt with effectively.
- Values are shared by the whole school community.

Implementation methods

Effective Teaching

Our high expectations of progress apply equally to children working above, at, or below age-related expectations, including those who have been identified as having special educational needs. There is an expectation of participation, fulfilment and success; the teacher's priority is to support children so that they can keep up with the pace of learning and make steady progress.

Traditionally it was expected that teachers would differentiate by task or expectation and many different levels of success were accepted, this approach often ran the risk of lowering expectations. Today, the effective teaching practices at Great Hollands Primary School see teachers expecting everyone to succeed by offering higher levels of support or extra challenge for those who need it, so that all pupils can access the learning at the expected year group standard.

Our Expectations

- Staff have high expectations of themselves and all children.
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from children.
- We expect children to make rapid and sustained progress in lessons.
- We expect teachers to support children in developing independence.
- We expect teachers to systematically check understanding, intervening in a timely manner when needed.
- We expect children to be challenged.
- We expect teachers to regularly provide high quality marking and constructive feedback to children.

The five areas of Effective Teaching at GHPS are:

1. Quality first teaching

- Highly focussed lesson design with clear objectives;
- High demands of child engagement with their learning;
- High levels of interaction for all children;
- Appropriate use of teacher questioning, modelling and explaining;
- Emphasis on learning through dialogue;
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently;
- Regular use of encouragement and praise to motivate children.



2. Focussed assessment

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps;
- Day to day, Periodic and Transitional assessments used effectively;
- Responsive Teaching (AfL) evident across the school – learning objectives, learning outcomes, success criteria, self and peer evaluation.

3. Intervention through targeted support

- Individuals and groups who are not making sufficient progress are identified;
- Provision for intervention is mapped according to needs analysis (PiXL) Key marginals;
- Diagnosis of gaps in learning are completed and actions taken to fill gaps in learning whilst maintaining progress in current learning;
- Support is evaluated and relevant adjustments are made;
- Leaders and staff regularly meet to discuss current and future support actions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

4. Learning environment

- Organisation of the learning environments adapted to the children's learning needs;
- The use of learning resources and IT developed to allow children to work independently and successfully;
- Displays to be a mixture of celebration of children's work, supportive resources and information.

5. Supporting children's wider needs

- We maintain close communication with parents and carers;
- We develop and maintain multi agency links to support vulnerable children;
- GHPS employs Family Safeguarding Advisor, Play Therapist, Canine Therapy Worker, Emotional Literacy Support Advisors and 'SEN' TA Team as a support network for our stakeholders.

Effective Learning

We acknowledge that people learn in different ways and we recognise the need to develop pedagogies which enable all children to learn in ways which suit them.

We offer different ways for children to learn, including:

- investigation and problem solving;
- open ended tasks;
- reasoning;
- research and exploration, with independent access to a range of resources;
- group work, paired work and independent work;
- effective questioning;
- presentations and drama;
- use of ICT;
- visitors and educational visits;
- creative activities, designing and production;
- use of multimedia, visual or aural stimulus;
- participation in physical or athletic activity;
- homework;
- extra-curricular clubs and activities;
- collaboration with local libraries and publishers (Usborne);
- subjects/themes that cross subjects/curriculum.



Our Curriculum

EYFS (Early Years Foundation Stage) Curriculum

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DFE. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development;
- Physical Development;
- Communication and Language development;
- Literacy;
- Mathematics;
- Understanding the World;
- Expressive Arts and Design.

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis.

Continuous provision practice and principles begin in Early Years Foundation Stage and support children to develop key life skills such as independence, innovation, creativity, enquiry, analysis and problem solving.

English

Our English lessons develop pupils' spoken language, reading, writing, grammar and vocabulary. English is taught in sequenced units in English lessons and in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely.

We use *Read, Write Inc* (RWI) for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. The children are heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. Parents are given clear expectations about reading at home.

We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use *Talk for Writing* to encourage pupils to express and exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences. Every child (Yr 1-6) has a piece of their written work on display at all times in the school.

Guided, reciprocal and modelled reading is taught daily to all pupils once they have completed the RWI programme. Handwriting, spelling and grammar skills lessons are taught discreetly each day and are then applied in English and writing across the curriculum lessons. A range of extra activities are used to promote literacy within the school including an annual focus week, World Book Day and author visits plus reading challenges.



National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Mathematics

At GHPS we embrace the mastery approach to teaching mathematics. Our teachers ensure that mathematical skills are taught every day following the Inspire Maths (Singapore) programme. They also use cross curricular opportunities to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on Concrete – Pictorial – Abstract (CPA) approach to deeply learning mathematical concerns. Speaking frames are used to support articulation of mathematical processes. Each day begins with 'Morning Maths' during our rolling start registration. We build on skills and understanding in a step by step and progressive way and continue to develop place value, the four number operations and the understanding of fractional parts. The school is working with other successful schools in a Maths Hub programme of development.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

Science

At GHPS, we believe that science education provides the opportunity for pupils to understand the world around them and we encourage our pupils to be curious about natural phenomena. To help support this, where possible, science links to our wider topics. This approach allows children to explore science in a wider context and provides extended learning opportunities.

Progress in science is important to us and we focus on developing key scientific skills with our children so they are well prepared for the expectations in the next key stage. Pupils will be encouraged to work scientifically and use scientific vocabulary with teachers planning in explicit opportunities to develop these skills in each unit of work. The pupils will be able to carry out simple tests and experiments using equipment to gather and record data.

Whilst at GHPS, children will learn about plants, animals including humans, materials, seasonal change, habitats, rocks, light, forces, states of matter, sound, electricity, earth and space and evolution and inheritance. Where appropriate, visits by specialists, alongside close links with local secondary schools, will enhance the delivery of our science curriculum.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

Art and Design

Art has a very important place in our curriculum. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media.



We have an annual Exhibition which celebrates our curriculum. This event showcases how art, design and creativity flow through our curriculum, enriching the learning experience.

Our design and technology lessons encourage the designing and construction of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

National Curriculum Art Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Drama

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. Drama techniques used in literacy lessons aid the development of speaking, listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child, and our curriculum provides opportunities to perform to wider audiences through assemblies and events, plays and talent shows. Drama is used across the curriculum to bring learning to life, for example in science, children act through the route of food as it is eaten, digested and excreted!

Computing

We do have a discreet timetable for the development of ICT skills but our approach is to integrate ICT into all lessons: the use of laptops and other hardware such as cameras and iPads is as much part of our learning tools as pencils and pens. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years. The children develop their skills, starting in Reception with mouse control, keyboard skills, saving and printing work. They use software to draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns. We follow the Switched on Computing Programme which is reinforced and enhanced for e-safety through assemblies and national events.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

Modern Foreign Language

From Year 3 to Year 6 we teach French to all children. Our approach is to make learning a new language interactive and fun! Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. We will have discreet lessons on the timetable but we will also integrate the foreign language into the everyday routine and create revision-learning opportunities across the school day. We follow the Early Start French Programme, with film and audio to support pronunciation.

Intent

- All pupils will make good progress in French.
- All pupils will learn to speak and pronounce French vocabulary accurately, fluently and confidently so they can initiate and respond to simple conversations.



- All pupils will develop the confidence to access the next stage in their Modern Foreign Language education and be positioned to take advantage of the opportunities presented to them.
- The well-planned French curriculum will allow pupils to build on previous learning.
- The French curriculum will reflect our ethos and belief that every child can achieve GREATness regardless of any barriers to learning.
- Our French curriculum is ambitious, interactive and engaging which is designed to give all learners, particularly the most disadvantaged, the knowledge and **cultural capital** they need to succeed in life.
- The French curriculum will enable pupils to value and enjoy learning; become confident communicators who develop confidence in speaking French both in pairs and in front of an audience.
- It is intended that when children leave GHPS, they will have an awareness of and a natural curiosity and confidence to explore, other countries, cultures and languages, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language.

Implementation

- Pupils' use of French vocabulary and topic specific vocabulary are developed.
- An effective programme of learning and resources exist so that teaching is informed and engaging, impacting positively on pupil learning in the context of a rich, relevant, broad and balanced curriculum.
- All lessons include shared success criteria, which are referenced during lessons.
- Language modelling, appropriate support and use of resources ensures that learning flows and challenge is maintained throughout.
- Behaviour is positively managed which eliminates disruption.
- Evidence of SMSC in the learning environment and lessons with well-organised classrooms ensures the consistency of high expectations for learning.
- Feedback, questioning, discussion and revision is structured around the intended learning and whether pupils know more and remember more.
- Key concepts and knowledge are built upon and revised so that knowledge is embedded in the long-term memory.
- Pupils are encouraged to listen attentively to spoken language and show understanding by joining in and responding.
- Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Students are expected to engage in conversations; ask and answer questions; express opinions and respond to those of others, seek clarification, and help where needed.
- Speaking in sentences is modelled, using familiar vocabulary, phrases and basic language structures.
- Development of accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases is modelled throughout and supported with access to the Easy Start French Scheme which supports teachers in ensuring that their delivery of French is accurate, even if they are not a French speaker themselves.
- Encouragement to present ideas and information orally to a range of audiences.
- Pupils read carefully and show understanding of words, phrases and simple writing.
- Active modelling showing appreciation of stories, songs, poems and rhymes in the language.
- Pupils write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Pupils are introduced to basic French grammar (feminine, masculine, plural forms) and the conjugation of high-frequency verbs; key features and patterns of the



language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Impact

- Teaching results in positive progress for all pupils, evidenced by pupils' work, interviews and unit assessments.
- All pupils develop the confidence to access the next stage in their education and be positioned to take advantage of the opportunities presented to them.
- Pupils are able to articulate the intended learning and say what they need to do to achieve it, demonstrating excellent attitudes to learning and self-discipline.
- Pupil Voice is used to further develop the MFL curriculum, through questioning of pupils' views and attitudes to learning a language.
- Pupils demonstrate, by the outcomes produced, positive progress towards the Learning Objective and achievement of the Success Criteria.
- Pupils evaluate their own progress towards the intended learning and identify next steps both verbally and in their work.
- Assessment criteria, supported by the use of a specific French programme, enables teachers to assess the progress of children in their language learning as they move through Key Stage Two, ensuring that children are supported and challenged as appropriate.
- Working together with Partner Borough Schools and local Secondary Schools ensures that children are provided with the knowledge and skills necessary, to continue their studies successfully at Secondary School.

National Curriculum Language Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Music

Intent

To provide a broad and balanced music curriculum that covers many different genres and music styles and draws upon the interrelated dimensions of music to teach all children how to sing and play instruments in ensembles. To deliver a well-planned music curriculum that will allow pupils to build on previous learning. To provide children with the cultural capital that they need to succeed in life by teaching Western classical music, its periods and influences; and music from English and other local, national and world heritages. The Music curriculum will be 'tilted' so that it meets the needs of disadvantaged pupils by giving them academic advantages. Early Years and Key Stage One children will use their voices expressively and creatively by singing songs and speaking chants and rhymes. All children will play tuned and untuned instruments musically. Key Stage Two children will use their voices with increasing accuracy, control and expression and develop their aural and theoretical knowledge. They will develop an understanding of the history of music, the language of music and music notation. Whole school singing will be delivered in singing assemblies using the 'Sing Up' resource.

Implementation

We follow the 'Charanga Musical School' Programme, which is an integrated approach to music. This includes vocal warm up games and other musical activities which focus on the interrelated dimensions of music. Singing and playing instruments are all linked to a particular style of music within each unit. Charanga Music School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The development of skills is not linear but spiral as skills are revisited over time. Children develop their listening and appraising skills as other skills are learnt. They learn to find the pulse in a tune and about the pitch and rhythm



through engaging interactive activities and games which are especially accessible to SEND children. Working with others they develop skills of collaboration learnt in PSHE lessons. Learning music from other cultures embeds the British values of tolerance, respect and cultural understanding. Children develop their creativity through improvisation of a tune and through composition.

Questioning, Assessment and Feedback

Opportunities for formative assessment occur throughout including planned open questions. After creating a piece of music in an ensemble, children will perform this music to their peers. This gives opportunities for children to self and peer assess their work. Written responses to listening and appraising of music and musical notation is recorded in children's musical folders for marking assessment.

Impact

Children will have learnt and be familiar with a range of songs and be able to perform them for an audience. Teaching results in positive progress for all pupils, evidenced by pupil's books, interviews and data. All pupils develop the confidence to play instruments and show enjoyment of music. Children's progress in their ability to listen and appraise a piece of music using a greater range of musical terms will be evident in their folders. Children's progress in understanding the history of music will be evident as more musical styles are introduced over time.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

Physical Education (PE)

PE is delivered by a specialist teacher with enhanced support from additional 'PlaySport' coaches in each PE lesson, Local Authority Sports Coaches are also used to enhance our teaching in the lead up to tournaments. Our PE sessions are indoor and outdoor for Reception and Key Stage 1. They focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. In addition to this, Key Stage 2 pupils visit other facilities, including the local swimming pool and sporting events at our feeder secondary school. Swimming is introduced to the timetable from Key Stage 2.

PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

PSHE (Personal, Social and Health Education)

PSHE is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes we actively promote British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs in order to prepare our pupils for life in modern day Britain. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society.



Our programme is supported by Jigsaw PSHE and RSE (Relationships and Sex Education) resources and is sequenced to build on prior learning as well as being able to respond to identified needs of classes.

All of our year groups have timetabled PSHE time but we encourage a cross-curricular approach to the development of PSHE skills and understanding. Circle time is used to listen to others and to be heard with the help of class friends. Pupils learn about similarities and differences between people and cultures.

National Curriculum PSHE programmes of Study

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

Religious Education (RE)

We follow the Agreed Syllabus for Religious Education (SACRE) produced by The Educational Framework for Religious Education in Berkshire. RE is taught to all children except those who are removed from the lesson by their parents. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We will not convert or steer pupils towards a particular religious belief. Pupils will also be aware that some people have no attachment to religious beliefs and follow secular philosophies.

Religious Education DfE Guidance:

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

History and Geography

We use topics to deliver humanities subject skills and understanding. Our topic programme is based on the Edison Connected Curriculum and has been reviewed and sequenced carefully by our own curriculum leader. It is carefully balanced and planned to be age appropriate across the years. Topic maps are produced to show how each is taught, the knowledge and skills covered and links to other parts of the curriculum. It is important to us that art, music, English and, where appropriate, numeracy and science are linked in topic teaching. Our topics have a history and geography base so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. Topic time also provides further opportunities to learn about people and cultures. A timetable of trips to support pupils' learning and to enhance the curriculum is published as part of our long-term planning.

History is taught chronologically across Key Stage 2.

Humanities Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Withdrawal from RE or Sex and Relationship Education (SRE)



Parents have the right to choose whether or not to withdraw their child from RE or SRE without influence from the school, although a school should ensure parents or carers are informed of this right and are aware of the educational objectives and content of the RE and SRE syllabus. In this way, parents can make an informed decision. Where parents have requested that their child is withdrawn, their right must be respected, and where RE or SRE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. If students are withdrawn from RE or SRE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Students will usually remain on the school premises.

Enrichment

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks. The programme is planned throughout the year.

Trips and Visits

We plan a series of trips throughout the year for each year group and these are communicated to parents at the start of the academic year. The trips are directly linked to our topic work. In addition, we organise residential trips for our Yr 6 pupils.

Workshops and Specialists

Each year group will take part in a variety of workshops throughout the academic year. These will link to their topic work or to a whole school theme. We invite specialists from a range of outside agencies.

Themed Days and Weeks

We also have themed days and weeks throughout the year. Our topic units start with a 'Stunning Start' and end with an 'Event End' giving real purpose to the learning journey. Themed days and dress up days are also incorporated into the curriculum.

The Role of Parents/Carers

We believe that parents have a crucial role in helping their child to learn. We do all that we can to inform parents about the progress of their child by:

- Emailing a weekly update every Friday, containing current news and rewards as well as important dates and information;
- Sending home, a monthly newsletter showcasing year group learning;
- Holding regular parent's evenings, stay & learn and family learning events;
- Inviting parents in to the school to share in their child's learning;
- Holding parent workshops where we explain core skills such as phonics procedures and teaching and learning strategies;
- Providing a teacher annual report at the end of each academic year for each pupil.

Impact

In the first instance, the impact of our curriculum is measured by assessment procedures which allow us to compare outcomes against all schools nationally. These are:



- EYFS: percentage of pupils achieving a 'Good level of development' (GLD).
- Phonics Screening Test at the end of Year 1.
- End of KS1: percentage of children working towards or at the expected standard or at greater depth in reading, writing and maths.
- End of KS2: percentage of children working towards or at the expected standard and at greater depth in reading, writing and maths.

However, the GHPS curriculum is also measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

